

General Certificate of Secondary Education

A912

Health and Social Care

Unit A912: Understanding Personal
Development and Relationships

Specimen Paper

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

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Candidate
Surname

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Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 40.

FOR EXAMINER'S USE

1	
2	
3	
4	
TOTAL	

This document consists of **10** printed pages and **3** blank pages.

[Turn over

SPECIMEN

Answer **all** questions.

1 The Lloyd family:

- Kim, 35 years old is a widow
- Zoe, 74 years old is Kim's mother

(a) Identify the life stage and the age span for Kim and Zoe

The Lloyd family	Life stage	Age Span for the life stage
Kim, 35 years old		
Zoe, 74 years old		

[4]

(b) What is meant by the term 'expected patterns of growth'?

.....

.....

.....

..... [1]

5

[Total: 10]

2 Abigail is 6 years old. Examples of the environmental, social, economic and physical factors that have influenced Abigail's development are:

- living in the city near a busy street
- having no friends
- family having a lot of debt
- living in an overcrowded house
- having asthma like her mother
- being bullied by her brother

(a) Complete the table below. Identify which of the factors in Abigail's life are environmental, social, economic or physical. Give **one** example for each. Use each example only once.

Factor	Example
Economic factors
Environmental factors
Physical factors
Social factors

[4]

(b) Three other factors that have influenced Abigail's development are:

- being ill quite often
- family having little income
- her parents being separated

Explain how these **three** factors in Abigail's life could interrelate (work together) to affect her development.

[6]

[6]

[Total: 10]

- 3** Donna and Paul are married. They have two children, Bryony 11 years old and Ben who is 4 years old. Peter, Paul's father, lives with the family. Paul has a job in a computer company. Bryony often has her friend Hebbi to stay for weekends.

(a)

- (i)** Describe **two** effects that positive relationships could have on personal development.

1.

.....

2.

..... **[4]**

- (ii)** Describe **two** effects that negative relationships could have on personal development.

1.

.....

2.

..... **[4]**

- (b)** Some people who are abused do not experience good relationships. Identify **two** different types of abuse.

1.

.....

2.

..... **[2]**

[Total: 10]

- 4 Stephen, 19 years old, gets good examination results and goes to university. Whilst at university Stephen has a motorbike accident and breaks both his legs and an arm. He will not be able to be independent for several months and this is making him depressed

Identify professional carers and services which could provide support for Stephen when he moves from hospital back to his university accommodation. Explain what each could do to help him cope with his situation.

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[Total: 10]

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SPECIMEN

Question Number	Answer	Max Mark									
1(a)	<p>Identify the life stage and the age span for each of the Lloyd family. One mark for each correct life stage, TWO required. One mark for each correct age span, TWO required from:</p> <table data-bbox="325 456 1069 636"> <thead> <tr> <th></th><th>Lifestage</th><th>Age span</th></tr> </thead> <tbody> <tr> <td>• Kim</td><td>adulthood/adult</td><td>19 - 65</td></tr> <tr> <td>• Zoe</td><td>old age/older adult/elderly/ later adulthood</td><td>65+</td></tr> </tbody> </table> <p><i>Note: Allow candidates a mark if they are one year either side of those given for age span.</i></p>		Lifestage	Age span	• Kim	adulthood/adult	19 - 65	• Zoe	old age/older adult/elderly/ later adulthood	65+	[4]
	Lifestage	Age span									
• Kim	adulthood/adult	19 - 65									
• Zoe	old age/older adult/elderly/ later adulthood	65+									
(b)	<p>What is meant by the term ‘expected patterns of growth’? One mark for a correct definition of the term ‘expected patterns of growth’, Both parts needed for the mark, ONE from:</p> <ul data-bbox="325 972 1165 1196" style="list-style-type: none"> • physically growing according to the norm/order/ sequence • growing the same as the average person • developing mass in the same way as others/average • height and weight developing according to the norm • average way to grow/develop <p><i>Note: These can be interchanged provided they answer the question asked.</i></p>	[1]									

Question Number	Answer	Max Mark
(c)	<p>Explain physical and social changes that are likely to occur in Zoe's life stage.</p> <p>High level: 5 marks A comprehensive explanation of at least one physical and at least one social change which are directly related to Zoe's life stage (later adulthood). <i>Text is consistently legible and spelling, punctuation and grammar are accurate so that meaning is clear; suitable structure and style of writing.</i></p> <p>Mid-range response: 3-4 marks A reasonable explanation of at least one physical and at least one social change, related to Zoe's life stage (later adulthood). <i>Text is legible and spelling, punctuation and grammar are mostly accurate and conveys meaning; suitable structure and style of writing.</i></p> <p>Low response: 0-2 marks A basic explanation of at least one physical and/or at least one social change, related to Zoe's life stage (later adulthood). <i>Text may lack legibility and spelling, punctuation and grammar contains errors; likely to be list-like and lack structure.</i></p> <p>Physical:</p> <ul style="list-style-type: none"> • bruises easily • grey hair • loss of hair/baldness • wrinkles/loss of skin elasticity/skin becomes thinner • loss of height/shrink • poor appetite • loss of mobility/developing arthritis or rheumatism/bones become more brittle/stiff joints/osteoporosis/fracture • could find breathing difficult • could have heart disease/condition 	

Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • could be generally slower • eyesight worsens • hearing worsens • more likely to get muscle weakness • taste/smell <p>Social:</p> <ul style="list-style-type: none"> • friends die/not so much contact with friends/family • becomes withdrawn • no longer able to work • may feel lonely • may develop speech problems • may have to give up own home • may be forced to depend on others/family/professionals/ family visit more often • could have more friends because there is time to join clubs • could have grandchildren • may become more housebound/isolated 	[5]
2(a)	<p>Complete the table below. Identify which of the factors in Abigail's life are environmental, social, economic or physical. Use each example only once.</p> <p>One mark for each correct factor placed in the correct group, FOUR required from</p> <p>Environmental</p> <ul style="list-style-type: none"> • living in a busy street • living in an overcrowded house <p>Social</p> <ul style="list-style-type: none"> • no friends • bullied by brother <p>Economic</p> <ul style="list-style-type: none"> • family has a lot of debt • few books and toys <p>Physical</p> <ul style="list-style-type: none"> • suffers from asthma (like mother) • being bullied 	[4]

Question Number	Answer	Max Mark
(b)	<p>Three other factors that have influenced Abigail's development are:</p> <ul style="list-style-type: none"> • being ill quite often • family having little income • her parents being separated <p>Explain how these three factors in Abigail's life could interrelate (work together) to affect her development.</p> <p>High level: 5-6 marks A comprehensive explanation, firmly linking all three factors, giving reasons and showing how each could affect development. <i>Text is consistently legible and spelling, punctuation and grammar are accurate so that meaning is clear; suitable structure and style of writing.</i></p> <p>Mid-range response: 3-4 marks A reasonable explanation which attempts to link all three factors, giving brief reasons and showing how each both could affect development. <i>Text is legible and spelling, punctuation and grammar are mostly accurate and conveys meaning; suitable structure and style of writing.</i></p> <p>Low response: 0-2 marks A basic explanation which attempts to link factors. <i>Text may lack legibility and spelling, punctuation and grammar contains errors; likely to be list-like and lack structure.</i></p> <p>R = Reasons</p> <ul style="list-style-type: none"> R1 not enough money to buy foods for well balanced meals R2 not enough money for activities / clubs R3 worry about lack of money causes illness R4 family having little money to pay debts / buy food R5 less income from broken marriage means prone to illness R6 not enough money to access health service / GP R7 not enough money to pay for prescriptions R8 could mean less money coming in as parent may have to take time off work to look after Abigail R9 less money could cause arguments between parents as they are separated R10 being ill could make Abigail not feel like doing activities / getting up R11 not being able to afford luxuries / toys / activities could help to make Abigail feel isolated R12 Abigail could miss a lot of school R13 low income could mean restricted educational opportunities R14 see less of her parents / her parents have to work more R15 divorce could become a role model and cause a potential cycle R16 house could become less clean / hygienic <p><i>Note: 'not enough money to support' - too vague (do not accept)</i></p>	

Question Number	Answer	Max Mark
	<p>A = Effect on development</p> <p>A1 worry</p> <p>A2 lower self-esteem / self-concept</p> <p>A3 illness</p> <p>A4 stress</p> <p>A5 not feeling valued / good</p> <p>A6 not able to trust people / build relationships</p> <p>A7 becoming withdrawn / isolated</p> <p>A8 angry / abusive</p> <p>A9 be bullied</p> <p>A10 effect her intellectually</p> <p>A11 make Abigail feel it is unfair / make her angry</p> <p>A12 not grow / get weaker</p> <p>A13 may not feel important</p> <p>A14 could become depressed</p> <p>A15 could become upset / helpless</p> <p>A16 Abigail may feel different from others</p> <p>Note: The explanation must give:</p> <ul style="list-style-type: none"> the links (three) the reasons why <p>how it would affect development</p>	<p>[6]</p>

Question Number	Answer	Max Mark
3(a)(i)	<p>Describe two effects that positive relationships could have on personal development.</p> <p>Two marks for each correct positive effect. two required e.g.</p> <ul style="list-style-type: none"> • improved self-esteem • feeling valued / loved • increased confidence / strong • ability to relate to others / form good relationships • feel good about being accepted • feel wanted • talk to one another • increased socialisation • able to share emotions • become more independent • more relaxed • able to trust one another • have a feeling of security • have a good self-concept / self-worth / self-esteem <p>Note: a sub-max of 2 for identification only.</p>	[4]

Question Number	Answer	Max Mark
3(a)(ii)	<p>Describe two effects that negative relationships could have on personal development.</p> <p>Two marks for each correct negative effect. TWO required e.g.</p> <ul style="list-style-type: none"> • low / decreased self-esteem / self-worth / self-concept • not feeling valued / feeling worthless / negative feelings / feeling upset • lacking in confidence • unhappy / emotionally sad • withdrawn from others / isolated / no one to talk to / no one to share with • could bully others • could become aggressive • could quarrel • lack of concentration • could be moody / depressed / distressed / anxious • could be resentful • could be angry • could break the law • could be scared • feeling neglected • loneliness • not coping with other relationships • could become more dependent on others <p><i>Sub-max of 2 for identification only.</i></p>	[4]
3(c)	<p>Some people who are abused do not experience good relationships. Identify TWO different types of abuse.</p> <p>One mark for each correct response. TWO required e.g.</p> <ul style="list-style-type: none"> • sexual • verbal • emotional • physical • financial • psychological / mental / intellectual • racial 	[2]

Question Number	Answer	Max Mark
4	<p>Stephen, 19 years old, gets good examination results and goes to university. Whilst at university Stephen has a motorbike accident and breaks both his legs and an arm. He will not be able to be independent for several months and this is making him depressed.</p> <p>Identify professional carers and services which could provide support for Stephen when he moves from hospital back to his university accommodation. Explain what each could do to help him cope with his situation.</p> <p>High level of response: 8 -10 marks</p> <p>The candidate can accurately identify at least one professional carer and at least one professional service and give a comprehensive explanation of the support that could be provided by each. The explanation of how they could provide help is developed logically and supported by reasoning and relevant information. A comprehensive explanation of how each carer/service could help Stephen to cope, clearly relating their response to Stephen's situation. <i>Text is consistently legible and spelling, punctuation and grammar are accurate so that meaning is clear; suitable structure and style of writing.</i></p> <p>Mid-range response: 4 – 7 marks</p> <p>The candidate can accurately identify at least one professional carer and at least one professional service and give a reasonable explanation of the support that could be provided by each. A reasonable explanation of how each carer/service could help Stephen to cope. <i>Text is legible and spelling, punctuation and grammar are mostly accurate and conveys meaning; suitable structure and style of writing.</i></p> <p>Low level response: 0-3 marks</p> <p>At least one carer/service will be identified with the candidate giving a basic explanation of how it will help Stephen to cope. Responses have little detail or evidence of understanding. <i>Text may lack legibility and spelling, punctuation and grammar contains errors; likely to be list-like and lack structure.</i></p> <p>Services that could help:</p> <p>(s1) Counselling</p> <ul style="list-style-type: none"> • helping him to come to terms with what has happened • listening • talking things through • helping him to reflect • helping him to plan for the future <p>(s2) Social Services</p> <ul style="list-style-type: none"> • assessing his need • talking about what can be offered • liaising with other agencies • exploring possible benefits • talking with family members 	

Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • writing reports 	
	<p>(s3) Physiotherapy Department/(c3)physiotherapist</p> <ul style="list-style-type: none"> • planning programmes of exercise • assessing Stephen'ss needs • massage • heat treatment • talking with Stephen/ discussing • writing reports <p>(s4) Home Care Services</p> <ul style="list-style-type: none"> • organising home help • planning service to be offered • deciding when / how often service will be available • what jobs to be done e.g. cleaning, ironing, shopping <p>(s5) Community Care Services</p> <ul style="list-style-type: none"> • district nurse – monitoring blood pressure, changing dressings, health advice , medication • health visitor – dietary advice, health advice • health care assistant – bathing toileting • community psychiatric nurse – mental health needs <p>(c1) GP</p> <ul style="list-style-type: none"> • diagnosing his condition • prescribing medication • health advice • monitoring health e.g. blood pressure, pulse • liaising with other agencies • assessing his need <p>(c2) Occupational Therapist</p> <ul style="list-style-type: none"> • discussing adaptations to the home • making an assessment of need • talking through possibilities/alternatives • assessing how the home • could be adapted • liaising with other agencies • planning which aids and adaptations and where in • the home • writing reports <p>(c) Coping strategies eg</p> <ul style="list-style-type: none"> • GP would prescribe medication which would help reduce pain • plus any other reasonable coping strategy 	<p>[10]</p>
	Paper Total	[40]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1	4	6	0	10
2	4	3	3	10
3	2	8	0	10
4	0	3	7	10
Totals	10	20	10	40

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